LWF Dadaab Sub Programme seeks to engage a qualified Consultant to conduct an Education Evaluation of Hagadera and Kambioos Camps in Dadaab Refugee camp.

Introduction of LWF Dadaab operations

The Lutheran World Federation/Department for World Service (LWF/DWS) Dadaab Sub Programme was established in 2009 and strives to provide humanitarian assistance (emergency/relief) to refugees and other vulnerable communities to enable them meet their basic human rights and needs in line with its vision, mission statements, and core values. The refugee Programme in Hagadera and Kambioos camps of the vast Dadaab refugee camp region focuses on Education, Community Services and people with specific needs interventions.

For over the last 23 years Somalia has been experiencing political instability, conflict and recurring drought. Dadaab refugee complex, which consists of five camps; Ifo 1, Ifo 2, Dagahaley, Hagadera and Kambioos and is situated in Garissa County about 90 km from the border with Somalia and shelters mostly Somalis (96%). It was set up in 1991 to accommodate an estimated 90,000 people but has grown to five times the intended size, with a large influx of over 150,000 refugees in 2011 arriving due to famine in Somalia.

As a result of the above described situation, thousands of refugees fled from Somalia to Dadaab refugee complex in search of good education, food, shelter, health services, etc. Many fled with their school going age children to the region. These children eventually got,
and continue to get admitted to the already overcrowded schools with insufficient learning facilities. LWF implements primary education in Hagadera and in Kambioos camps with an enrollment of 25,952(10607F) pupils representing 52.45% school going age children aged 3-13 years according to the camp Demographic statistics for June 2015\(^1\).

In Kambioos where LWF implemented a project funded by DKH the enrolment currently stands at 8659(3703F) compared to 8198(3446) at the start of the project. The DKH project targeted improvement of ECDE education by integrating Duksis and Formal ECDE programmes. The programme also empowered SMCs and the girl child in access, retention and transition through provision of inclusive quality education.

However the quality of education has not been up to the accepted Kenya Education Standards due to the overcrowding of limited learning facilities/resources in the schools, insufficient number of qualified teachers, insufficient books and studying materials.

**Objectives of the evaluation**

The overall objective of the consultancy assignment is to:

- To review the relevance, feasibility and target setting of indicators established in the project’s log frame
- To determine the quality and access to emergency education in Dadaab refugee camp
- Outline the impact of the project on communities and families to support children’s education
- Establish to what extend education being offered in the camp is inclusive.

\(^1\) Camp demographic statistics June 2015
• Flag up issues of protection and accountability and how the project has addressed protection issues through the education intervention.
• Highlight the main issues concerning children, teachers/volunteers, head teachers, parents/other adults.
• Impact of the project as part of durable solutions for the refugees. To assess sustainability of the project (i.e., the likelihood of the project continuing after donor support);

Specific outputs

A thorough analysis of status and situation of emergency education in terms of access/enrolment rate, quality of education, relevance of education, internal efficiency, equity, perception of parents and communities towards inclusive education, especially children with disabilities and girls’ education (status, challenges, opportunities etc.)
Quantitative and qualitative data on children in difficult circumstances by category indicating specific obstacles they face in accessing quality education (to what extent the project has contributed to improve the performance of girls and boys in school)

• Evaluate the percentage of sampled learners in the targeted schools that demonstrate gender-sensitive tendencies.
• Propose strategies and options for enhancing access and quality of education that helps to improve implementation of the project and future interventions

Focus Area of the evaluation

The evaluation will address but not limited to the following areas:
• Effectiveness of a trained Duksi teacher and how the training of has been perceived by the the teacher and also the acceptance of the same by the pupils, parents and SMCs.

• Extend of ECDE integration with the formal learning.

• Management skills portrayed by trained by SMCs.

• School level EMIS system, documentation and reporting practices of schools.

• Supervision and support system between schools, district, regional and national education authorities, challenges and gaps related to their specific roles and responsibilities as stated in government policies

• Level of responsiveness of schools to the diversified needs of children such as girls, host communities, children with disabilities, ALP etc.

• Gross Enrolment Ratio (GER) and retention of students in the project schools disaggregated by sex and age.

**Scope of Work**

The scope of work includes but not limited to the following broad areas:

• Conduct a participatory evaluation that will involve Education staff (implementers) and target beneficiaries in all key evaluation tasks

• Conduct an in depth desk study of documents containing information relevant for the evaluation. Existing project documents and progress reports will be shared with the evaluator to facilitate completion of the tasks.

• Prepare a report for the evaluation study and submit for approval. The content of a report shall include preamble, evaluation objectives, proposed data collection methods and
instruments, sampling techniques and sample size, analyses to be performed. To facilitate the preparation of the report the consultant(s) will be provided with project documents.

- Conduct in-depth data collection and share draft report.
- Submit final evaluation report
- Make presentation of findings to the Education staff. present the findings in a workshop to be organized for the purpose of disseminating results to intended audience (if budget allows)

Methodology

The evaluation will be undertaken in a participatory manner involving all education stakeholders at regional, national, district and community levels. Thorough investigation of existing secondary documents on emergency education and primary education in Dadaab; the consultant shall propose and design a suitable methodology for collecting both qualitative and quantitative data from the key respondents so as to capture the delivery of education services in emergency context. The consultant(s) will submit a report detailing the proposed work plan, methodology that will be agreed upon between the consultant and LWF.

Expected deliverables

The consultant is expected to deliver the following outputs:

1. A pre-evaluation report - before the commencement of the evaluation elaborating methodology, types of data analyses that will be performed and work plan.

   (a) A detailed methodology for implementation of the evaluation (include samples size). Evaluation framework/design and implementation plan agreed with the Evaluation team
(b) Develop draft data collection tools for all indicators (within and outside the scope of this study).

(c) Develop an updated and detailed schedule for the evaluation to be agreed with the Education team.

(d) Submission of a draft report for comments by LWF.

(e) Feedback and comments by LWF team

2. Evaluation report

3. Presentation of findings

Work Plan and Time Frame

Proposed period for the Evaluation is anticipated to be conducted in November with a consultancy time frame of 18 days only. Tentative consultancy start date is 23rd November to 11th December 2015 when the report is submitted.

Organization and Management of the Evaluation

The evaluation will be conducted in Dadaab refugee camp. LWF will have an overall responsibility for coordination/guidance, logistical arrangements, and provision of the needed project documents for review, arranging interviews, meetings with stakeholders.

The Consultant will be responsible for the development of methodologies and evaluation tools, conducting the data collection, analysis and reporting.

Expertise Required

This consultancy can be undertaken by a consultancy firm or independent consultant(s). The consultant should have expertise in the following areas: -
Experience in research work, monitoring and evaluation consultancies, education assessments/evaluations, including previous working experience in refugee settings.

A degree in education or other relevant fields. A post graduate degree in any of the main sub sectors will be an added advantage.

Excellent oral and interviewing skills

Demonstrated experience in managing development, relief and emergency programs.

Have excellent analytical and writing skills.

Previous working on Education in emergency projects will be an added advantage as well as consultancy team composition of Somali speaker(s).

Ability to work in a level 4 security area (Dadaab)

Application for consideration

Applications should be sent by email to Lwf.training@gmail.com and copy to procurement-nairobi@lwfkenya.org and with the words “Evaluation of DKH Education Projects in Hagadera and Kambioos camps of Dadaab Refugee Camp” as the title of the mail.

Hard copies of the application MUST be addressed in a similar manner and delivered to:

LWF Kenya/Djibouti Program, Gitanga Road – Lavington, P.O. Box 40870, Nairobi – 00100

LWF reserves the right to reject any application(s) without disclosing the reasons

The deadline for application submission is 05.00pm 25th November 2015